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ABSTRACT

This paper suggests ways in which a day care director can construct a relevant training program for day care staff members. The training program is discussed under four main sections: (1) Ground Rules for Developing a Training Program, (2) The Interest Area Survey, (3) Short Range Planning, and (4) Long Range Planning. Central to this training plan are a number of built-in mechanisms for ongoing exchange of ideas and feedback between the staff and the director. The appendix contains a list of agencies, organizations, and people helpful in the various aspects of day care personnel training. (CS)

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A Guide to Program Development:

Day Care Training

Michael Botnick
3/20/74

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Bill Thomas is a four year old, black male child. He is currently attending a day care center in the Charleston area. Mrs. Thomas is a working mother. For her, day care is the only way she is able to work, for without it, she'd be stuck at home, and stuck on welfare.

When Mrs. Thomas placed Bill at the day care center, she was asked many questions and had to fill out many forms. On the application she described Bill as being "Quiet. Other than that," she wrote, "he's quite normal."

Bill was placed in the four year old group. His teacher, Mrs. Harrison, was a new teacher. She liked Bill and tried hard to involve him with the other children. As time wore on, Mrs. Harrison's impression changed. "He's different. He doesn't play with the others. He doesn't pay attention." Things got worse for Bill. He demanded a lot of attention from the other teachers. He often cried and became destructive at times. Mrs. Harrison tried hard to help him, but he demanded more of her time than she wished to give. Besides,

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she felt that too much attention would "spoil" him.

It wasn't long before Bill was being treated "special" by the other teachers. During a coffee break, Mrs. Harrison brought up her concerns for Bill. "I think he's retarded. I don't want him in my class anymore. I can't teach the other children. He takes up too much time." It was decided to place Bill back with the three year old group. "It's about his level," the director remarked. "It's in his best interest." Mrs. Harrison added that you couldn't expect much from Bill.

Painfully, one day the director took Mrs. Thomas aside when she came to pick up Bill. "I think that you should know," the director began, "that we think that Bill has a problem. We think that maybe he's retarded..." Mrs. Thomas asked with tears in her eyes, "What should I do?" "You better get some help," the director replied.

The battery of examinations and tests that followed proved only one thing--Bill had a hearing problem. Bill was totally deaf in one ear and had only fifty per cent hearing in the other ear. Bill simply could not hear well; his retarded behavior stemmed from his physical problem. He was angry, upset, and misunderstood. With surgery, Bill's problem was almost corrected and with a small hearing aid, Bill's hearing was restored to almost normal.

I wonder if his mother could ever forget the fear and pain of being told that her son was "retarded". The label "retard" isn't an easy thing to overcome, even for a four year old. Much work and patience will now have to be done so that Bill will not be a failure at four.

WHY SHOULD WE TRAIN DAY CARE WORKERS?

It would be naive of me to assume that Bill's problems could have been avoided if he was in a center with a well-trained staff. It would be naive of you to assume that

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Bill's problems could have been avoided if he was in a center with a well-trained staff. It would be naive of you to assume that Bill's problems could have been helped considerably if this center's staff were trained in areas like: "Retardation", "Children with special problems", "Learning disabilities", "Working with parents", "How to detect health problems in children", etc.

A program is only as good as its staff. At a time when problems are so vast and complex, day care can't afford to be a custodial service. Day care is not a babysitting service, it's a social service. What other service works with so many children, so many families, so many problems? It's been said that by the time a child has reached five years of age, 90% of his personality has been formed. The school system deals with children who are too old, thus leaving day care with the problems of development.

Let us face the realities; day care as a profession is not very stable. It's underpaid, understaffed, and has poor facilities. Even if well-trained, qualified staff members were available, there is no money to pay them. You're in a bind, and the only way out is to develop a training program for your present staff.

INTENTION

It is my intention, in this paper, to help day care directors construct a meaningful, relevant training program for their staff. I will attempt to suggest ways by which one can construct a training program. I have taken into consideration the reality that most directors are underpaid and overworked, and will present "ideas" on how to best develop a training program with these considerations.

I repeat, I am presenting "ideas", not a list of instructions. There are many ways of developing training programs, and no one way is correct. I am presenting

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only one way, a way that has worked for me. It is best that you read the following and decide what is best for your center. Talk with your staff members about training; get their ideas. With a little work, some creativity and a lot of support will emerge into a long-lasting, relevant training program.

GROUND RULES FOR DEVELOPING A TRAINING PROGRAM

1. Do nothing without first asking your staff for help and ideas. A staff that feels that they are a part of the program planning will support the program and your efforts. In a sense, you are sharing the responsibilities for developing this program. Get input from your staff and see what they want in terms of training. Ask for ideas, appoint a committee (or staff member if your staff isn't large enough to appoint a committee) to help you with developing, planning and coordinating training.

2. Know what your staff wants in training. Use the survey presented in the next section of this paper to determine the areas your staff feels are concerns. Never assume that you know your staff so well that you know the areas on which they need training. You will be surprised over what they know and don't know about day care. This is another way that you can build support for your training program. Staff members will feel that you are listening to their needs and concerns and that what they want matters to you. You will find that staff members will support programs that are designed with them in mind faster than they would support programs developed without their input.

3. Plan ahead. Set a certain day of the week aside for training. I suggest that you choose a regular interval for training, for example, every other Friday or the third

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Monday of each month. Staff members should have a schedule of planned training sessions. It is best to plan three or four sessions in advance, but don't plan too far ahead so that you lose your flexibility.

4. Alternate your programs. If you have a speaker one week, plan a movie the following week; the session after that, maybe a demonstration. Mixing your programs up like this will help hold your staff's interests.

5. Make training programs interconnected. Plan sessions so that they have the same theme. If you plan a session on "Discipline" and have found a speaker, your next session may be a film or demonstration on the same. Have more than one session on an area. This will give your staff time to integrate knowledge and to try out some of the ideas that they have learned. Always complete a training area with a session for group discussion; this will also help to integrate material.

6. It is best to schedule training sessions during rest period so that you will need only minimum coverage for your children. If your center is constructed in such a way that you can leave your children with one person covering, this is advisable. Leave one staff member to watch the children and choose one staff member to be responsible for explaining what has occurred during the session to this person. These two people should be rotated. Another alternative to this is to let the cooks cover the children while the staff is in training. A third, and less desirable alternative is to recruit a volunteer to watch the children during training. Volunteers are great and a good number of centers couldn't possibly function without them, but on the whole, it is a shame to cancel a session because your volunteer doesn't show up.

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7. Compensate your staff for training time. Day care is not a well-paying job and generally, there is not much enthusiasm for training. Paying your staff to train will tend to increase their participation and support. If training is done during the normal working hours, compensation may take the form of a snack or privilege. You may decide that the best time for a training session is during some evening. I suggest that you pay your staff for this training time. If it is not possible to pay them, give them time off to make up the difference. This will increase your participation and support.

8. Develop an increase of salary based on the amount of hours a staff member has been trained. It stands to reason that a well-trained staff member is worth more than an untrained staff member. I suggest that you base a salary increase for every 20 hours of training. This will give your staff a goal to work towards and, again, increase your support.

9. All staff members don't have to have the same training. If there is a workshop in the community that you think is appropriate to day care, make it available to your staff. If no one is interested in going, choose a volunteer to represent your center. This person should take note and report back on what has been discussed. Staff members should be paid for attending these workshops plus their mileage expenses.

10. Develop a list of resources in your area. Make a list of organizations and people that wouldn't mind supplying you with training materials and programs. A list of possible programs will be presented in the appendix of this paper.

11. Make training fun. Training doesn't have to be a

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boring lecture or film; it can be a group discussion or a demonstration. Be creative and demand creativity from your staff.

THE INTEREST AREA SURVEY

The following is a simple survey designed to indicate areas of interest that your staff may have. It gives an "indication" of priorities. It is not designed to dictate training areas. Used properly, it can assess clearly what areas are of definite concern to your staff. It is a loose guideline that, if properly interpreted, can give you, the director, an indication of priorities.

HOW TO ADMINISTER THE SURVEY

1. Call a staff meeting. Explain to your staff that you want to develop a training program and you would like their help in defining areas that need to be explored in training. This is also a good time to talk about the values of training and the need for day care as a social service.

2. Pass out a copy of the survey to each staff member. Have staff members look over the survey for a few minutes. Explain that the survey requests that they look at each item and asks that each item be rated on a 1 through 5 scale (explain the scale as indicated on the survey). Each item is to be viewed as a possible training topic.

3. Ask each member to go over the survey again and have them pick out those items that are confusing or unclear. Hold a group discussion and define those items that are unclear. It is important that everyone understands what is meant by an item. If an item doesn't make sense at all to your staff, change that item to something that does make sense.

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4. At the bottom of the survey ask each staff member to list three items not covered on the survey.

5. Ask for a committee (or volunteer) to help you administer, collect, and tabulate the results.

INTEREST AREA SURVEY

Please rate the following items in terms of your personal need for training using the following scale:

1--I have no need to be trained in this area.

2--I have no desire to be trained in this area, but if others want training, it's alright with me.

3--I don't care if this area is explored or not.

4--I want this area explored in training.

5--This area definitely needs to be explored in training.

ITEMS	
Creative play	1 2 3 4 5
Use of space & equipment in day care	1 2 3 4 5
Toilet training	1 2 3 4 5
The black child	1 2 3 4 5
How staff can help detect health problems	1 2 3 4 5
Child development theory - from conception to birth	1 2 3 4 5
The day care profession	1 2 3 4 5
Vision problems in children	1 2 3 4 5
Treating the common cold	1 2 3 4 5

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ITEMS	
Child development theory	age 0-1 1 2 3 4 5
The white child	1 2 3 4 5
Children of poverty	1 2 3 4 5
The middleclass child	1 2 3 4 5
Child development theory	age 1-2 1 2 3 4 5
Learning disabilities	1 2 3 4 5
Children of working parents	1 2 3 4 5
Mental retardation	1 2 3 4 5
Parent groups	1 2 3 4 5
The hyperactive child	1 2 3 4 5
Child development theory	age 2-3 1 2 3 4 5
Anxiety and fear in children	1 2 3 4 5
The broken home and its effect on children	1 2 3 4 5
How to help build a positive self image for children	1 2 3 4 5
Hearing problems in children	1 2 3 4 5
Discussing problems with parents	1 2 3 4 5
Discipline	1 2 3 4 5
Rejection in children	1 2 3 4 5
New craft ideas	1 2 3 4 5
Parent effectiveness training	1 2 3 4 5
Nourishment	1 2 3 4 5
Teacher evaluations	1 2 3 4 5
Child development theory	age 3-4 1 2 3 4 5
Homework, how to get parents to help	1 2 3 4 5
Program evaluations	1 2 3 4 5
Parents; their use as volunteers	1 2 3 4 5
Play therapy	1 2 3 4 5
Evaluation of the children	1 2 3 4 5
The exceptional child	1 2 3 4 5
Parents & how to use them in your program	1 2 3 4 5
The disturbed child	1 2 3 4 5
Music	1 2 3 4 5

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ITEMS	
Child development theory	age 4-5 1 2 3 4 5
Story telling	1 2 3 4 5
Gaining the confidence of the child	1 2 3 4 5
Providing an atmosphere for learning	1 2 3 4 5
Behavior control	1 2 3 4 5
Puppets	1 2 3 4 5
Sadness and grief in children	1 2 3 4 5
Quieting the upset child	1 2 3 4 5
Developing self control in children	1 2 3 4 5
Problem solving	1 2 3 4 5
Lesson planning	1 2 3 4 5
Working with parents	1 2 3 4 5
Child development theory	age 5-6 1 2 3 4 5

List three items you feel you need training in that were not covered in this survey.

1.

2.

3.

HOW TO TABULATE THE SURVEY

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A. Computing the raw scores.

1. Ask your training committee to help you transcribe the response numbers your staff gave each item onto a master sheet. To facilitate this, I suggest that you divide the completed surveys amongst your committee. Have them read off the response numbers to you while you jot them down on the master copy. (An empty survey form will serve nicely as a master copy.) Example:

		Response Numbers
Creative play	1 2 3 4 5	(3, 4, 5, 5)
Use of space & equipment in day care	1 2 3 4 5	(3, 4, 4, 3)

Etc.

2. Ask your committee to help you add these responses up and divide by the number of completed surveys. This will give you the average response for each item. Example:

Creative play 3 + 4 + 5 + 5 = 17	17 ÷ 4 = 4.25
Use of space & equipment in day care 3 + 4 + 4 + 3 = 14	14 ÷ 4 = 3.5

Etc.

Note: Round out number to the tenth so 4.25 will equal 4.3.

B. Making a Rated List.

1. After you have completed computing the raw scores for all of the items on the survey you are now ready for making a Rated List of the items. On a plain piece of paper make a list of all the items from the highest

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score to the lowest score. This will give you a priority rating. You will know, by looking at this Rate List, what is of most importance to your staff. Example:

Homework, how to get parents to help	5.0
Teacher evaluations	4.8
Parent effectiveness training	4.8
New craft ideas	4.6
Discussing problems with parents	4.4
The broken home and its effect on children	4.3
Mental retardation	4.2
The day care profession	4.0
The black child	3.8
Toilet training	3.5
Child development theory age 4-5	3.3
Discipline	3.0
Etc.	---

C. Coding the survey.

1. After you have made a Rated List, it is now possible to Code the items of the survey. By doing this we group items with a similar theme under one topic and compute an Overall Average. The following is a form for constructing a coded survey:

CODED SURVEY

A. Social Problems----------Overall Response _____

The black child	*Average Response _____
The white child	A.R. _____
Children of poverty	A.R. _____
The middleclass child	A.R. _____
Rejection in children	A.R. _____

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The broken home and its effect on children A.R. _____
Children of working parents A.R. _____

B. Behavior Control Overall Response _____

Toilet training A.R. _____
Discipline A.R. _____
Behavior control A.R. _____
Quieting the upset child A.R. _____
Problem solving A.R. _____
Gaining the confidence of the child A.R. _____
Developing self control in children A.R. _____

C. Psychological Problems----------Overall Response _____

The first day feeling of children A.R. _____
Sadness & grief in children A.R. _____
The disturbed child A.R. _____
Play therapy A.R. _____
How to help build a positive for children A.R. _____
The exceptional child A.R. _____
Anxiety and fear in children A.R. _____

D. Health Problems----------Overall Response _____

How staff can help detect health problems A.R. _____
Vision problems in children A.R. _____
Hearing problems in children A.R. _____
Learning disabilities A.R. _____
Mental retardation A.R. _____
The hyperactive child A.R. _____
Treating the common cold A.R. _____

E. Child development theory---------Overall Response _____

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Child development theory - Conception to birth A.R. _____
Child development theory age 0-1 A.R. _____
Child development theory age 1-2 A.R. _____
Child development theory age 2-3 A.R. _____
Child development theory age 3-4 A.R. _____
Child development theory age 4-5 A.R. _____
Child development theory age 5-6 A.R. _____

F. Parent Groups Overall Response _____

Parent groups A.R. _____
Discussing problems with parents A.R. _____
Parent effectiveness training A.R. _____
Homework, how to get parents to help A.R. _____
Parents, their use as volunteers A.R. _____
Parents and how to use them in your program A.R. _____
Working with parents A.R. _____

G. Program Overall Response _____

New craft ideas A.R. _____
Nourishment A.R. _____
Music A.R. _____
Story telling A.R. _____
Lesson planning A.R. _____
Creative play A.R. _____
Puppets A.R. _____

H. The Day Care Profession Overall Response _____

The day care profession A.R. _____
Use of time in day care A.R. _____
Use of space and equipment in day care A.R. _____
Teacher evaluations A.R. _____
Evaluations of the children A.R. _____

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Providing an atmosphere for learning A.R. _____

Program evaluations A.R. _____

*(Please note that Average Response equals A.R.)

2. In the column marked "Average Response" ("A.R.") place those average "Raw Score" figures that correspond with those listed in the Coded Survey. Next compute the average for each category by adding up all of the "Average Responses" and dividing by the number of items in the category. This figure is placed in the column marked "Overall Response".

HOW TO USE THE SURVEY

1. By coding the survey we can begin to look at the items as being connected and having a definite relationship. We broaden our view and thus, can plan in other areas besides those specifically mentioned in the survey. For example, your staff might have definite interests in the area of social problems. You know this because all those items listed under "Social Problems" were graded high by your staff. You can assume that any program that you can come up with which deals with social problems would be of definite interest to your staff.

2. In contrast, by making a Rated List of the survey, we begin to look at immediate priorities that your staff may have. Items are placed in the order of their need. Someone planning a training session can simply look at this Rated List and pick out one or two items that are of definite need. For example, if I was planning my first

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training session and didn't know just where to begin, I could look at this Rated List and choose any item from the top ten or so from this list. I can now be reasonably sure that this area is of deep interest to my staff.

GETTING READY TO START YOUR TRAINING PROGRAM - Short Range Plan

1. You have no finished all the computations and listings. You are now ready to start your training program. Take your Rated List and ask your committee to come up with an area for the first session. Explain that this area should be of high priority to the entire staff and should generally come from the first third of the Rated List.

2. It is important that you start your training program with this short term approach using the Rated List. Long term planning takes a lot of time and consideration; getting your training program functioning quickly after you have the completed surveys seems to be a major factor in holding interests and gaining support with your staff. With short range planning you deal with certain priorities that may be overlooked with the long range approach. The sooner your program begins and the more relevant your first few sessions are, the more interest and support you build.

3. Your first program must be stimulating and of deep interest to your staff if you wish continued success with your training program. Chose a topic with the aid of your training committee. Begin to think of ways that this topic can be presented. Ask your committee if they know anyone who is knowledgeable on your chosen topic. Try to define the topic area and how many different aspects of the same topic are possible Try to be flexible on what aspect you want in training. Example:

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Your staff had a high preference for training in "Discipline" and "Working with parents" among others. Your committee has discussed the values of both as a first training topic and has decided that "Discipline" seems to be of greater interest and importance to your staff. One of your committee members knows someone who has a brother who works in Mental Health, Children's Division and suggests that you contact him. Another staff member has seen a movie called "Discipline of Children" and suggests that you try and get the movie. Still another staff member thinks that it would be best to hold a group discussion and find out what current attitudes staff members have towards discipline. Through discussion, your committee decides to have a discussion for the first training session where each committee member will prepare a situation in which a child is in need of discipline. The group will then discuss the best way of handling that situation. The following week you will see if you can get a movie and maybe follow this up with a talk from the Department of Mental Health.

4. Short range planning will give you the chance to outline your training program on a long range basis and not hold back the training process. Although it is quite improbable that your staff will turn up blank on ideas for sessions, in the Appendix of this paper I shall present a list of possible resources for training.

LONG RANGE PLANNING FOR TRAINING

1. Now that your training program is functioning and you have the first few sessions planned and arranged, you can devote some time to some long range plans. Ask for a committee meeting to discuss training policies. Ask your committee how often they think training is needed

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and when it should occur. Work out the mechanics of coverage and all other problems of training suggested in the first part of this paper.

2. Develop a list of resources based on the list presented in the Appendix of this paper. Look at the Coded Survey and decide on a major category or two that are important to your staff. Discuss with your committee ways of presenting different programs. List possible program ideas that relate to the theme of the chosen category. Example:

One of the areas that your staff has chosen as an important category is "Behavior Control". Upon discussion, your committee has decided that there is more to behavior control than is indicated by the items in that category. Topics like, "How to get children to eat what's good for them," "How to get children to be quiet", "Dealing with the destructive child", and other areas just weren't mentioned in the survey. As your staff begins to list more and more ideas for training, begin to list these possibilities. Use the list in the Appendix to get ideas for the presentation of these topics. Make some telephone calls and write some letters. Soon you will have scheduled some programs for the next three sessions. Keep other resources on file for future reference.

3. Develop a schedule of training programs and post them. Line up people, films, slides, tapes and records for the dates you set up for training. Schedule programs for three sessions in advance. This gives you time to prepare for films and speakers. After each session, call a committee meeting to discuss plans for the third session that is yet unplanned.

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REPEATING OF SURVEY

1. Repeat this survey about once a year. This will not only help you plan the following year's training program, but will also give you an indication of what your staff has learned. Notice changes in priorities that your staff has. Note areas that are still high priorities. These areas were not covered sufficiently in your last year's program.

2. Use those items that were added by your staff to last year's survey. This will mean that you will have to recode your survey to fit these additions into a category.

SUMMATION

Training is, indeed, an important step in making day care a more important social service. With a properly trained staff there is no limit to the quality of your program. You will be directly responsible for the development of hundreds of human beings. Training is for everyone. Even the most professional people have to be constantly trained. New information is being developed all the time, information that might mean a world of difference to some child. It's your obligation to see that the children you deal with have every opportunity for living a successful life.

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APPENDIX

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TRAINING RESOURCES

1. Training need not be expensive. There are many people, agencies, and organizations in your community and nationally, that would be delighted to help you arrange a training program. Indeed, some agencies are obligated to help you prepare your program.

2. Listed below are agencies, organizations and people that, if contacted, would help you construct a training session. It will be necessary for you to have a general idea of what you want before contacting some of these resources. Some of the organizations listed have, as part of their services, a film library; a letter requesting a catalog is all that is needed in such case. Other agencies offer training services. These services are generally a necessary component of the agency's total service package. I urge you to take advantage of these services.

3. Some of the agencies listed are national organizations. These organizations have local chapters in your area. It will be necessary to write a letter to the main office (the address given) to find out the chapter which is closest to your center.

LIST OF POSSIBLE TRAINING SOURCES

1. Your staff members. Some of your staff members may have certain knowledge or skills that they might want to share with others. Find out what your staff members can do. Ask interested staff members to prepare something for a training session. A lot of training can be done by the very people with whom you work. Group discussions can also be counted as training time.

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2. The director. You may have certain skills and information that you may wish to share with your staff. The director is in the unique position to observe the way others work. From this position comes several good training ideas. Perhaps a program on a particular child or what a certain teacher is doing that could be done better.

3. Your board members. Some of your board members have certain skills or knowledge that they may wish to pass along. Let them know what you want. If they can't help you directly, maybe they know someone who will.

4. If your center is church-affiliated or agency-affiliated, ask for help from their staffs or boards.

5. Other day care centers. Ask other day care centers in your area for help in a particular area of training. If they can't help you directly, with their staffs or boards, maybe they can put you in touch with someone who will.

6. The parents of your children may have special skills or knowledge that may be of assistance. Ask parents if they will help or if they know of anyone who would help. You may be surprised over their willingness to help.

7. Look for other agencies or organizations in your community that have services to offer. Ask the Y.M.C.A., Community Centers, CAP offices, Family Services Associations, church groups, fraternal organizations, etc.

8. Ask local Welfare Department for training help. They would be more than happy to lend assistance.

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9. Ask professionals in your community to help. Doctors, Lawyers, Nurses, Social Workers, counsellors, etc., will all help you if asked.

10. The local clergy has certain training in family and community life. Ask them to help you set up a training session. Again, if he can't help you directly, perhaps someone in his parish can help.

11. The Board of Education will not only help you set up training programs, loan you personnel, films, projectors, tape recorders, and anything else you might need--they also have many workshops for teachers on pre-school age children. Contact the Head-Start director in your area to see if she will help you train your staff.

12. The Public Library has films, projectors, and personnel that will help you set up a training session.

13. Community services such as the police, the fire department, and the health department will help you set up a session or put you in touch with some one who will.

14. Local businesses may have people or material that will aid you in constructing a program.

15. The State Health Department and Mental Health Department both have film libraries and personnel that will aid you in the development of a program.

16. The State Department of Education, Educational Media Center, will loan you films, projectors, etc. They also have a list of training specialists who will help you set up a training program.

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17. The State Welfare Department, Social Services Division has a Day Care Component. These are the people that license day care centers. There is also a Staff Development Division that will help you develop a program or put you in touch with someone who will.

18. Universities and Colleges in your area offer training services to day care centers. Ask for the Department of Continuing Education and see if they can offer some suggestion

19. University Students. Many University Students have taken courses or are currently taking courses in Child Development related areas. Many are looking for projects or extra credit. Ask for the Education Department, Psychology Department, Sociology Department, etc. and see if they know of any students who wish to speak to your staff.

20. Adult Education Services offer certain training services. Contact the local high school for information.

21. The following is a list of national organizations. By no means is this list exhaustive. There are many other organizations that will help.

1. The American Humane Association
   Children's Division
   P.O. Box 126
   Denver, Colorado 80201
   (303-771-1300)

2. American Legion
   National Children & Youth Division
   P.O. Box 1056
   Indianapolis, Indiana 46200
   (317-635-8411)

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3. American National Red Cross
Washington, D.C. 20006
(202-737-8300)

4. American Parents Committee, Inc.
20 E. Street, N.W.
Washington, D.C. 20001
(202-ME-1907)

5. American Social Health Association
1740 Broadway
New York, N.Y. 10019
(212-245-8000)

6. Association of the Junior League
of America, Inc.
825 Third Avenue
New York, N.Y. 10022
(212-EL5-4380)

7. Boys' Clubs of America
771 First Avenue
New York, N.Y. 10017
(212-684-4400)

8. Child Study Association of America
WEL-MET, Inc.
50 Madison Avenue
New York, N.Y. 10010
(212-889-3450)

9. Child Welfare League of America, Inc.
67 Irvin Place
New York, N.Y.
(212-254-7410)

10. Family Service Association of America
44 East 23rd Street
New York, N.Y. 10010
(212-674-6100)

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11. Good will Industries of America, Inc.
9200 Wisconsin Avenue
Washington, D.C. 20014
(301-530-6500)

12. National Association for the Advancement of Colored People
1790 Broadway
New York, New York

13. The National Association for Mental Health
1800 North Kent Street
Rosslyn, Virginia 22209
(703-528-6405)

14. National Association for Retarded Children
2709 Avenue E East
Arlington, Texas 76011
(817-261-4961)

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15. National Association of Hearing & Speech Agencies
919 18th Street, N.W.
Washington, D.C. 20006
(202-296-3844)

16. National Congress of Parents & Teachers
700 North Rush Street
Chicago, Illinois 60611
(312-787-0977)

17. National Society for the Prevention of Blindness, Inc.
79 Madison Avenue
New York, N.Y. 10016
(212-684-3505)

18. The Salvation Army
120 West 14th Street
New York, N.Y. 10011
(212-243-8700)

19. United States Catholic Conference
Division of Youth Activities
1312 Massachusetts Avenue
Washington, D.C. 20005
(202-659-6664)

20. National Council of Young Men's Christian Associations of the United States of America
291 Broadway
New York, N.Y. 10007
(212-349-0700)

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21. Young Women's Christian Association
of the United States of America
National Board
600 Lexington Avenue
New York, N.Y. 10022

22. United States Department of Health,
Education, and Welfare
Office of Child Development
Donahoe Building
400 6th Street, S.W.
Washington, D.C. 20013
(202-655-7766)

23. Parents Anonymous
National Parent Chapter
P.O. Box 1173
Redondo Beach, Cal. 20278
(213-379-0111)